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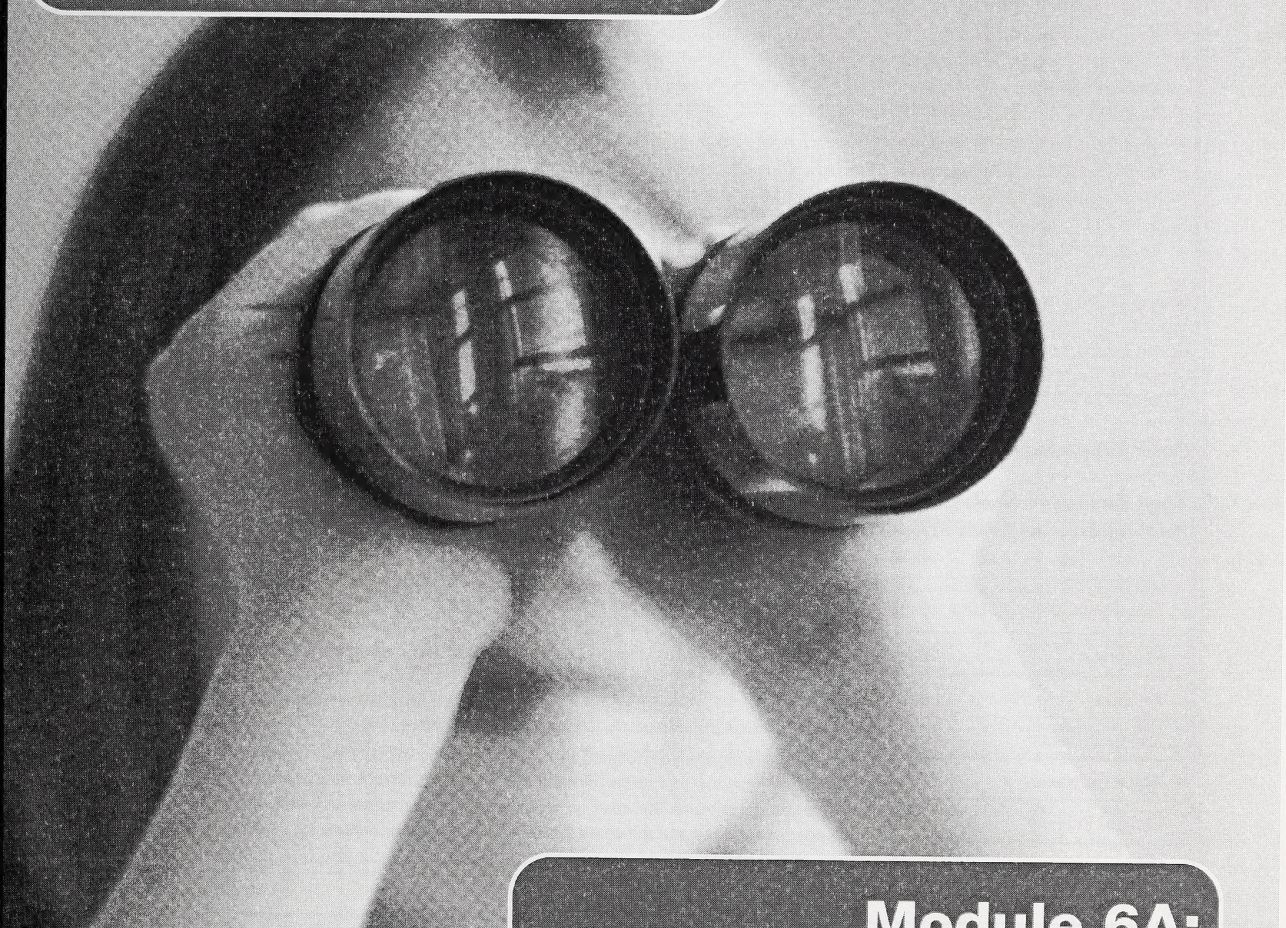
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Grade Three

Thematic

Home Instructor's Guide and Assignment Booklet



Module 6A:
Look and See
Day 1 to Day 9



Learning
Technologies
Branch

Alberta
EDUCATION

Grade Three Thematic
Module 6A: Look and See
Home Instructor's Guide: Days 1–9 and Assignment Booklet 6A
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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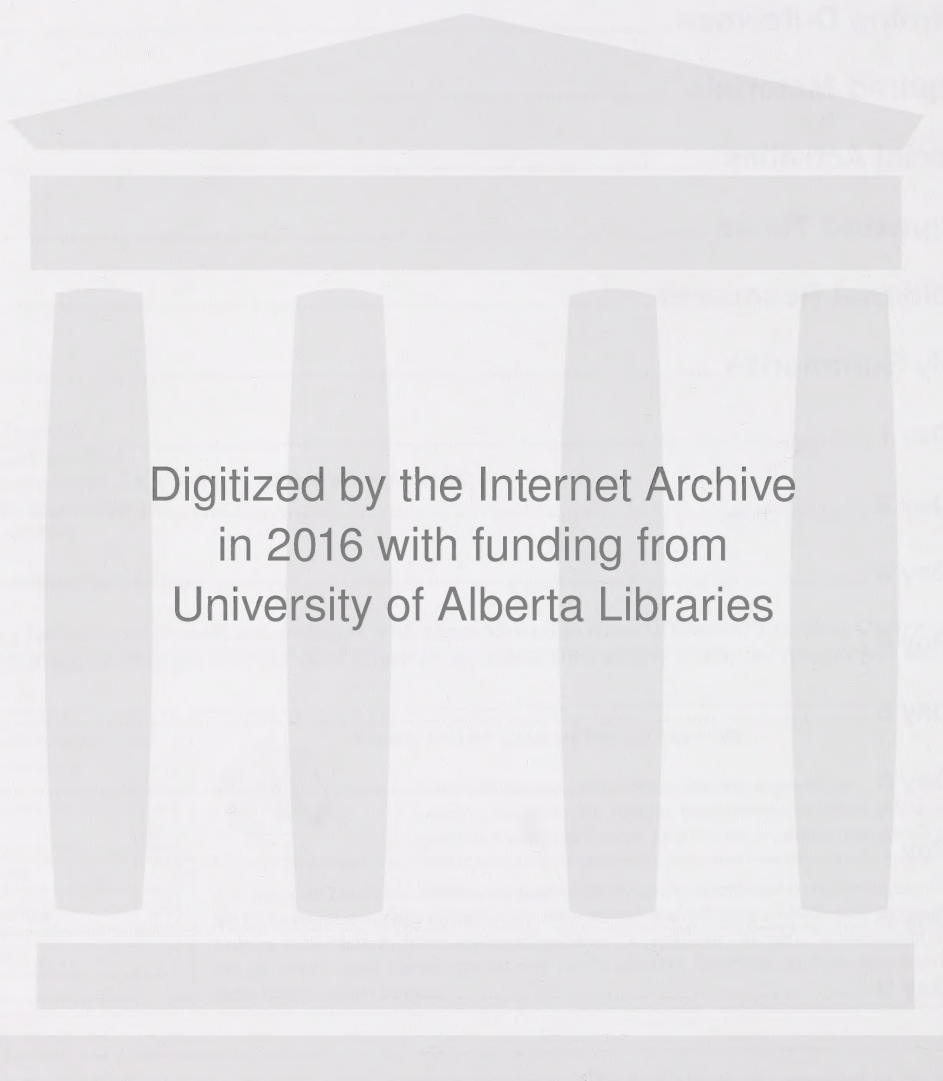
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Module 6A: Look and See

The theme for this module is taking a closer look at things and how that usually involves using all of the senses. The specific science topic is “Hearing and Sound.” The student learns about the relationship between vibration and sound and explores how sound travels. The human ear and human voice are examined. The student continues to learn about how goods are exchanged between communities, with the emphasis on transportation of goods. How quality of life is influenced by industries in a community is also discussed. English language arts skills focus on using words to create sensory images. The student reads concrete poems, a descriptive story, a television script, and a non-fiction article.

The Home Instructor’s Guide for Module 1A contains general information about the course components, additional resources, role of the home instructor, time commitment, and assessment. If you do not have access to the Home Instructor’s Guide for Module 1A, contact your school or teacher to obtain this important information.

Learning Outcomes

Science, Social Studies, and English Language Arts

Science outcomes for this module include

- demonstrating ways that sound is created
- identifying examples of vibration
- recognizing that sound is a result of vibration
- recognizing that sound travels through air, liquids, and solids
- describing how the human ear hears
- understanding that pitch is a result of differences in the rate of vibration
- recognizing that there are ways of measuring the loudness of sounds
- recognizing that the louder the sound, the more energy there is in the vibration
- recognizing that sounds can be pleasant or unpleasant
- describing changes in hearing that can result from old age or exposure to loud noises
- explaining the role that sound plays in communication

Social studies outcomes include

- appreciating similarities and differences among people and communities
- examining economic factors that shape communities
- developing skills of historical thinking
- examining the main goods and services produced by communities
- examining the main forms of technologies and transportation in communities
- developing skills of geographic thinking
- using cardinal and intermediate directions to locate places on maps and globes
- applying the concept of relative location

English language arts outcomes include

- applying word-analysis strategies
- applying phonetic generalizations to read words
- identifying types of literature
- reading silently with accuracy and confidence
- discussing ways that visual images convey meaning
- appreciating the artistry of text
- using a dictionary to confirm meaning

- using syntactic (context) clues
- making inferences about a character's feelings
- identifying how authors use comparisons and explaining how they create mental images
- connecting situations to personal experiences
- identifying ways that messages are enhanced by the use of specific techniques
- editing for complete and incomplete sentences
- recognizing examples of poetic effects
- appraising own and others' work
- choosing words and language patterns to create desired effects
- experimenting with words to produce a variety of effects
- experimenting with ways of generating ideas
- finding information to answer questions
- extracting appropriate information from text
- asking questions to clarify understanding
- dramatizing text to enhance understanding
- learning proper alignment, shape, and slant for cursive writing
- using standard grammar, spelling, and punctuation in written work

Before beginning this module, borrow library books for shared reading and silent reading. Choose a variety of fiction and non-fiction books, articles, and collections about sound, listening, special experiences, and poetry.

To develop spelling and reading skills in this module, phonics and spelling activities focus on vowel pairs and vowel digraphs.

Music

Provide a variety of musical opportunities for the student. Introduce some traditional cumulative songs, such as “The Old Lady Who Swallowed a Fly” or “She’ll Be Coming Around the Mountain.” Ask the student to create movements or to dramatize the songs in conjunction with movement activities.

Physical Education and Health and Life Skills

Daily fitness activities are strongly recommended. Even simple activities, such as running up and down stairs or doing fifteen jumping jacks, offer health benefits as well as a welcome break from studies.

Hearing health is discussed and the student creates a cartoon to illustrate a way of caring for ears.

Required Materials

The student will need the following materials for Module 6A:

- Module 6A Student Module Booklet
- Module 6A Assignment Booklet
- *Collections: Super Senses!*
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- beginner's classroom atlas and road map of Alberta

- Writing Folder
- Art Folder
- interlined notebook or paper for handwriting
- clipboard
- plastic ruler, small and large rubber bands, string, large two-holed button
- paper lunch bag
- a large can with both ends removed, cookie sheet, plastic wrap, salt, a wooden spoon
- balloons, five glasses or five glass jars that are the same size, metal spoon
- large cake pan or basin, penny
- cardboard tube, candle
- small objects made of wood, plastic, or rubber; 1 metre of string
- magazines that can be cut
- props: a squeaky hinge or something else that squeaks, a bicycle horn or other type of horn, wooden blocks, sandpaper blocks

Special Activities

Research

Day 1: Ojibway culture or traditional stories (optional) are researched.

Field Trips

Day 1: The student takes a walk around your area and lists all the sounds that are heard.

Experiments and Science Activities

Day 2: Vibration experiments with a rubber band, a plastic ruler, and paper are completed.

Day 2: A pioneer button toy is made.

Day 5: The student completes activities to show that sounds travel through air and that sound waves get weaker as you move away from the sound.

Day 6: An experiment to show pitch is completed.

Day 7: Experiments to show that sound travels through solids and liquids are completed.

Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education and Health and Life Skills	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day.

Additional Resources

The following books may be available at your local library or bookstore. Your local librarian may be able to suggest additional or alternative books.

Fiction: Short Stories and Picture Books

Matthew's Meadow, Corinne Demas Bliss

The Very Quiet Cricket, Eric Carle

Cat Who Lost His Purr, Michele Coxon

Nell Nugget and the Cow Caper, Judith Ross Enderle

To Climb a Waterfall, Jean Craighead George

Good-Night, Owl!, Pat Hutchins

June Mountain Secret, Nina Kidd

The Hog Call to End All!, Suann Kiser

What's That Noise?, Michele Lemieux

The Legend of the Lady Slipper, Lise Lunge-Larsen and Margi Preus

Mortimer, Robert Munsch

Grandfather's Journey, Allen Say

The Listening Walk, Paul Showers

Loon's Necklace, William Toye

Firedancers, Jan Bourdeau Waboose

Morning on the Lake, Jan Bourdeau Waboose

Sky Sisters, Jan Bourdeau Waboose

Fiction: Novels

Dear Mr. Henshaw, Beverly Cleary
Tye May and the Magic Brush, Molly Garrett Bang

Poetry

Joyful Noise: Poems for Two Voices, Paul Fleischman

Non-Fiction

Make It Work! Sound: A Creative Hands-on Approach to Science, Wendy Baker
How Do Our Ears Hear?, Carol Ballard
Sound and Light: Science All Around Me, Karen Bryant-Mole
Loud and Quiet: Hands on Science, Jack Challoner
Sound: Discovering Science, Rebecca Hunter
Noise Pollution, Zachary Inseth
Shannon: An Ojibway Dancer, Sandra King
Hearing: Exploring Your Senses, Laurence Pringle
Sound and Hearing: My World of Science, Angela Royston

Internet

Try using the keywords *Ojibway*, *sound*, *human voice*, or *hearing*.

The following websites may be available:

- *The Teacher's Guide*
<http://www.theteachersguide.com/ChildrensSongs.htm>
- *The Sound Site, Science Museum of Minnesota*
<http://www.smm.org/sound/topcss.html>
- *Some Interesting Sounds, Acoustical Society of America*
<http://asa.aip.org/sound.html>

Daily Summaries

Read each day's summary in this guide and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student's Course Container, and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel further practice is needed, you can extend the activities or create new tasks for the student.

Day 1

Learning Outcomes

The day begins with a discussion of wilderness in preparation for reading a selection about a wilderness setting to explore images related to the senses. The spelling pre-test introduces the spelling words for the module. Vowel pairs are studied. The student reviews the cursive capital letters. Contact between Ojibway (Anishinabé) First Nations and Europeans is discussed as an introduction to the concept of trading goods. The student listens for and collects a variety of sounds.

Materials You Need Today

- clipboard

Getting Started

The day begins with a discussion about the meaning of wilderness and with the student's experiences in wilderness areas.

In this module your student is introduced to self-correcting his or her work. After completing a block of work in the Student Module Booklet, the student will be instructed to turn to the Suggested Responses to check his or her work. You can find the Suggested Responses at the end of each day, right after the Glossary. Assist the student in locating and using this self-assessment tool. The student will need your guidance checking the work that has been completed and understanding why any errors occurred.

Monitor your student as he or she begins to self-mark the activities. Be sure that the student completes the activities in the Student Module Booklet before looking at the answers. Show the student how to locate each question and how to compare his or her work to the Suggested Responses. Explain that the student's wording may not be exactly the same as the given answer, but the meaning should be the same. Where errors were made, have the student enter corrections using a different colour of pen or pencil.

“Morning on the Lake”

The book *Collections: Super Senses!* is introduced. Look at the cover with the student. Ask questions such as the following: What season is it? How do you know? Have you ever tasted an icicle? If so, what happened? What did you hear when you broke it off? How did it taste? What causes icicles to form?

The focus for “Morning on the Lake” is appreciation for the author's artistry in describing a boy's experience. The student considers the descriptive and sensory words that are used to convey the images.

The student uses context to predict the meanings of some words that may be unfamiliar. A dictionary is used to confirm the meaning of several words.

Spelling

The spelling words for Days 1 to 9 include eight high-frequency words that have vowel pairs or vowel digraphs. Dictate the words when the student is ready to write the spelling pre-test.

Say each word. Say the word in a simple sentence and then repeat the word. These are the spelling words:

- | | | | |
|---------|----------|-----------|----------|
| • eight | • feel | • good | • though |
| • hear | • people | • because | • school |

Phonics

Vowel pairs are discussed today. The student reviews the fact that when two vowels are found adjacent to each other in a word, they may make a long vowel sound.

The Ojibway or Anishinabé

The boy and grandfather in the story read earlier today are Ojibway. The student reads about the author of the story, Jan Bourdeau Waboose, an Ojibway woman from Ontario.

After the student completes the activities discussing the author, read the following information about the Ojibway (Anishinabé) First Nations people.

The Ojibway or Anishinabé

Throughout history, different names have been used for specific Aboriginal peoples. The names were sometimes correct and sometimes incorrect or inappropriate. The First Nations and Inuit groups have each come to prefer a certain name, usually one derived from their own language. The result is that often former names are still used in books and websites. The Ojibway prefer to be called Anishinabé or, in Alberta, Saulteaux is also used.

The Ojibway or Anishinabé people originally lived along the shores of Lake Superior. The area had rich fields of wild rice. Early in the 1700s, the Ojibway began to move into the area between Lake Huron and Lake Erie. By that time, they were one of the largest groups in what is now Canada or the United States.

The Ojibway fished, hunted, and farmed for their food. They harvested wild rice and grew corn and squash. They also hunted deer. The Ojibway knew how to tap maple trees to make maple sugar and maple syrup. They smoked wild tobacco leaves and bark in their stone pipes.

The Ojibway had a unique form of picture writing, which they used to record their dreams and visions. Paintings were found on rocks, grave markers, and birchbark scrolls. The Ojibway lived in cone-shaped wigwams or tepees made from poles and birchbark. Birchbark canoes were used for transportation in the summer, and dog sleds or snowshoes were used in the winter.

The Ojibway people belonged to clans. At first there were five clans: the crane clan, the catfish clan, the bear clan, the wolf clan, and the loon clan. In later years, 21 clans were created. The Ojibway were not allowed to marry someone who belonged to the same clan.

One of their stories tells of a great migration where the Ojibway moved from the east coast of Canada to the Great Lakes region. The Ojibway culture and traditions express a way of life in unity with all things. They continue to share their beliefs and accomplishments in story and dance.

Many English words come from the Ojibway language. The words *moccasin*, *moose*, *pecan*, *toboggan*, and *Mississippi* are all Ojibway words.

Today the Ojibway (Anishinabé) are one of the most populous and widely distributed First Nations groups in Canada and the United States. Most remain in their traditional territories, especially in Ontario, Manitoba, and Saskatchewan in Canada. Others have moved to other parts of Canada, including Anishinabé territory along the Rocky Mountains from Rocky Mountain House to Grande Cache in Alberta. Although most Ojibway speak English today, about one-quarter still speak their native language and many children are now learning their native language. The Ojibway have maintained strong cultural traditions.

If you or your student would like to learn more about the Ojibway (which is sometimes spelled Ojibwe or Ojibwa), try searching for information on the Internet or in a collection of Ojibway stories. You can also try using *Anishinabé* in your search.

Exchanging Goods

The student learns that, in the past, goods were traded directly for other goods. In modern times, money is used to make trading easier.

Sounds

The student is asked to go on a walk and to list all the sounds that he or she hears. The student is also asked to consider how these sounds are being created.

After the walk is completed, ask the student to save the list of sounds in the Writing Folder. The information from the list will be used in other activities.

Day 2

Learning Outcomes

The student recounts the story read the previous day and then goes on to infer information about the characters based on their actions and to record conclusions on a chart. Spelling words from the pre-test are studied. The student practises problematic uppercase letters in handwriting. The transportation of goods and services is investigated. By performing a number of activities, the student is lead to recognize that sound is the result of vibration.

Materials You Need Today

- plastic ruler
- rubber band
- string
- large two-holed button

Getting Started

The student recalls and retells the story that was read on Day 1. If necessary, remind the student to tell about the setting and the characters, as well as to sequence the main events.

Reading Between the Lines

The student reviews the concept that writers expect their audience to infer many unwritten ideas in a story.

The student uses a table to connect the characters' actions to the thoughts and feelings they may be having. The student responds to other questions for which the answers must be inferred.

Spelling

Help the student choose three challenge words. If you have noticed any high-frequency words spelled incorrectly in the student's written work, assign them as challenge words. Some other words you may want to consider are

- | | | | |
|-------------|------------|------------------|-----------|
| • vibration | • touch | • transportation | • noise |
| • sight | • concrete | • system | • pitch |
| • taste | • voice | • quiet | • decibel |

Silent Reading

If your student enjoyed the story “Morning on the Lake,” suggest he or she read other stories by the same author. Jan Bourdeau Waboose also wrote *Firedancers* and *Sky Sisters*. These stories would also be suitable for reading aloud to your student.

Transporting Goods

The common forms of transportation are reviewed, and the student thinks about how natural gas, electricity, and other services are transported. The student will likely need help with these.

The student is also introduced to the idea that roads, railways, airports, and ports must be built to help vehicles move people and goods.

A Closer Look at Sounds

Using the list that was created on the walk in Day 1, the student thinks about how sounds are made. Several activities that demonstrate vibration are completed. If necessary, help the student follow the steps in the activities.

Day 3

Learning Outcomes

The student focuses on sensory images and how authors create sensory images in text. The student writes a paragraph describing an experience using sensory images. Spelling words are reviewed in context with dictation sentences. Vowel digraphs are introduced. Capital letters continue to be reviewed in handwriting. Transportation systems are investigated by studying railways and principal highways. Sounds in nature are explored.

Materials You Need Today

- a road map of Alberta
- a paper lunch bag

Getting Started

The student thinks about a special time. After reflecting on the experience, the student discusses sensory images that he or she remembers.

Images

The student explores ways that the author of “Morning on the Lake” created visual images. As the student skims the story, he or she locates examples of comparisons and sensory images.

Write About a Special Time

After brainstorming some descriptive words and phrases, the student writes a paragraph to describe a special experience he or she has had. Your student may choose to compose the paragraph using a word-processing program on the computer. Be sure the student saves the work for editing next day.

Spelling

Tell your student to think carefully about the sentence before adding the punctuation. Some of the sentences are statements, some are questions, some are commands, and some are exclamations.

Spelling Dictation Steps

- Prepare a space on the blackboard or on chart paper for the spelling sentences.
- Say the spelling word.
- Dictate (say) the complete sentence. Repeat the spelling word.
- Pause for a moment, and then repeat the entire sentence.
- Give the student enough time to write the sentence.
- Print the sentence correctly on the board or on chart paper.
- Give the student time to make self-corrections. Discuss why any errors occurred.
- Check the student's work to make sure each self-correction is accurate.
- Continue to dictate the sentences, one at a time, until all the sentences have been written.

Dictation Sentences

eight: Are you eight years old?

hear: Did you hear that?

feel: I feel better now.

people: Watch out for those people!

good: What good pie!

because: I'm staying home because I have to clean my room.

though: I wish I could go, though.

school: I have to go to school.

Transportation Systems

The student examines the provincial road and highway system to develop map-reading skills. In the Assignment Booklet, the student looks at a map of a railway system and uses the map to answer questions.

Sounds in Nature

Natural sounds are discussed. The student learns how thunder is created and how insects create sounds by vibrating their wings or legs.

Day 4

Learning Outcomes

The student explores how authors may use graphic ideas and words to help convey images. Concrete poems are read and discussed. The student draws a word concretely. The paragraph written yesterday is edited for descriptive images and comparisons. Spelling words are reviewed. Vowel pairs are further studied. Water transportation and goods produced in Canada for export are investigated.

Materials You Need Today

- atlas

Getting Started

The student is introduced to the idea that authors may use graphic ideas to help convey an image. If you know any examples of ways that authors “play” with words, show them to your student.

Concrete Poems

Concrete poems are discussed. The student reads two examples of concrete poems in *Collections: Super Senses!* and answers questions about the poems.

The student thinks about a word that could be drawn in a way that would help convey its meaning.

Time to Edit

The student reads an example of another student’s work and sees how that student changed it when it was edited. Discuss how the word choices and comparisons enhanced the work and helped it convey sensory images. After reading the examples, your student tries to add descriptive words and comparisons to the paragraph that he or she wrote on Day 3. The student then completes the final copy of the paragraph in the Assignment Booklet. If your student has sufficient keyboarding skills, he or she might want to use a computer to do the paragraph. Be sure to arrange with the teacher ahead of time how the writing assignment will be submitted. It could be printed and sent with the Assignment Booklet, or it could be sent electronically.

Water Transportation

Assist your student with identifying products in your home from countries on other continents. For example, you might find the following:

Asia

- tea from India
- pineapple from the Philippines
- cotton clothing manufactured in China
- electronics from Japan

Europe

- olive oil from Italy
- cheese from Denmark or France
- china from England

South America

- rice from Peru
- coffee from Brazil

Africa

- cotton from Egypt
- tapioca from Uganda

Canadian water transportation routes are discussed. The student locates the St. Lawrence River and the Great Lakes on a map of Canada. Other important water routes are introduced.

Day 5

Learning Outcomes

The day begins with another concrete poem to read. The student draws an image from the poem and then plans and writes a concrete poem with images. Vowel digraphs are introduced. Uppercase letters are practised in handwriting. An experiment is conducted to demonstrate vibrations and sound waves. Loud and quiet sounds are investigated.

Materials You Need Today

- a cookie sheet
- a wooden spoon
- a coffee can or other large can with both ends removed
- a roll of plastic wrap
- a large rubber band
- 2½ mL or ½ teaspoon of salt

Getting Started

The day begins with another concrete poem to read. After reading the poem, the student draws an image from the poem.

Write a Concrete Poem

The student chooses a subject for a poem and then brainstorms words and phrases that could describe the subject. After the student writes a rough copy of the poem, it is written around the outline of an object to create a concrete poem. The poem may be displayed or placed in the Writing Folder until Day 9, when it will be sent to the teacher.

Can You See the Vibrations?

The student does an activity that illustrates how vibrations travel through the air. Help the student gather the necessary items and follow the steps. The student also discovers that loud sounds travel farther than quiet sounds.

Day 6

Learning Outcomes

The student is introduced to the concept that his or her voice is produced by vibrations. An experiment with a balloon illustrates how air produces vibrations and sound. The student learns that the amount of vibration affects the loudness of a sound. Pitch is also introduced. The student uses his or her voice to read a concrete poem. Spelling words are reviewed. Vowel digraphs are further studied.

Materials You Need Today

- balloon
- five glasses or glass jars that are the same size
- a metal spoon

Getting Started

The student is introduced to the concept that his or her voice is produced by vibration. The larynx, or voice box, is discussed and located, and the student learns how voice sounds are created. If you have any non-fiction books with detailed information about the larynx or speech, you may want to share them now.

An experiment with a balloon illustrates how air produces vibrations and sound. After the experiment, the student learns that the amount of vibration affects the volume of a noise. Pitch is also introduced.

Use Your Voice

After a discussion about how a person's voice can show feelings and add to the meaning of words, the student reads the concrete poem "Winter Walk" orally.

Voice Words

A list of words that explain how voice can be used is brainstormed. The student may want to post this list and use it in writing activities to substitute for the word *said*.

High Sounds and Low Sounds

The student follows the scientific process to learn more about pitch. Pitch and how it can be varied will be discussed further in Module 6B.

Day 7

Learning Outcomes

The day begins with a discussion of pleasant and harsh sounds. The student reads a non-fiction article about sound. The student learns about the human ear and how it works. Uppercase letters are written for assessment by the teacher. A variety of activities explore how sound travels through solids and liquids. The student reads three scenarios about communities experiencing industrial growth and looks at the advantages and disadvantages of these changes.

Materials You Need Today

- a cardboard tube from paper towel
- a balloon
- a candle
- a metal spoon
- large cake pan or basin
- small wood object
- small plastic object
- foam or rubber object
- a rubber band

Getting Started

A discussion about hearing starts today's activities. The student discusses pleasant sounds and sounds that may be startling or scary. Discuss the student's current knowledge of hearing and the function of the human ear.

Sounds Like Fun

The student reads part of a non-fiction article about sound. This article reviews some information that has been discussed already. It also describes two new experiments that the student can try. The student learns more about the human ear and how it works.

Where Do Sounds Travel?

Three experiments are outlined. The experiments help the student discover that sound travels through most solids. The last experiment deals with sound travelling through liquids. This experiment must be done in the bathtub and can be completed the next time the student has a bath.

Day 8

Learning Outcomes

The student reviews facts about sound and lists loud and quiet sounds. The student finishes reading a non-fiction article about sound and answers questions that require application and synthesis of knowledge. Spelling words are reviewed for the last time. Vowel pairs and vowel digraphs are reviewed. The student explores how sound is measured in decibels by completing a bar graph. The day is completed with a collage of pictures that represent different sounds.

Materials You Need Today

- magazines or newspapers that can be cut

Getting Started

The student begins today's lesson by thinking about loud and quiet sounds and making a list of these sounds. Some facts about sounds are also reviewed.

Sounds Like Fun

The article "Sounds' Like Fun" is completed today. The student learns more about human and animal hearing. The student locates questions in the article and attempts to answer the questions from current knowledge. The student poses a question about sound for you to answer.

Measuring Loudness

The objective of this activity is to help the student understand that sound varies in volume or loudness and that loudness can be measured in decibels. In the Assignment Booklet, the student graphs the decibel level of some sounds and uses the graph to compare the sounds.

Make a Collage

After cutting out a variety of pictures, the student tells about the loudest and quietest sounds. The pictures are then put in order, from the picture of the quietest object to the picture of the loudest object. The student then uses the pictures to create a collage. Encourage the student to arrange the pictures in a meaningful way before gluing them down. For example, all natural sounds could be grouped together and all mechanical sounds could be grouped together.

Day 9

Learning Outcomes

The student thinks about a time when excessive noise created a problem. The reading selection today is a television script with sound effects. The student learns about the structure of plays and how sound effects are created. Noise pollution and ways individuals and communities protect hearing are further investigated. The student demonstrates his or her grasp of the concepts by creating a cartoon strip. The spelling test for the module words is written.

Materials You Need Today

- a squeaky hinge or something else that squeaks
- a bicycle horn or other type of horn
- wooden blocks
- sandpaper blocks

Getting Started

The idea that sound can cause problems is discussed. The student thinks about a time when excessive noise created a problem for him or her.

Too Much Noise

Today's reading selection is a television script with sound effects. The student learns that a television script is like a play. The words and actions of the characters are written. Actors read the parts and do the actions. The student also learns that sound effects may be part of a production.

After reading the script silently, the student answers some questions and then dramatizes the script with your help. After practising the script, allow the student to present it to an audience or to record it and show it.

Spelling

Say each word. Say the word in a sentence and then repeat the word. Also test the student on the challenge words that were decided upon. These are the spelling words:

- | | | | |
|---------|----------|-----------|----------|
| • eight | • feel | • good | • though |
| • hear | • people | • because | • school |

Physical Education and Health and Life Skills

Have some fun acting out and singing some traditional humorous or cumulative songs. Children enjoy cumulative songs such as "The Old Lady Who Swallowed a Fly" or "She'll Be Coming Around the Mountain." Humorous songs, such as "Do Your Ears Hang Low?" or "Animal Fair," are also enjoyable for children.

"The Old Lady Who Swallowed a Fly"

*I know an old lady who swallowed a fly.
I don't know why she swallowed the fly.
Perhaps she'll die.*

*I know an old lady who swallowed a spider
That wriggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly.
Perhaps she'll die.*

*I know an old lady who swallowed a bird.
How absurd to swallow a bird!
She swallowed the bird to catch the spider
That wriggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly.
Perhaps she'll die.*

*I know an old lady who swallowed a cat.
Imagine that, she swallowed a cat!
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider
That wriggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly.
Perhaps she'll die.*

*I know an old lady who swallowed a dog.
What a hog! She swallowed a dog!
She swallowed the dog to catch the cat.
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider
That wriggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly.
Perhaps she'll die.*

*I know an old lady who swallowed a goat.
Just opened her throat and in walked the goat!
She swallowed the goat to catch the dog.
She swallowed the dog to catch the cat.
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider
That wriggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly.
Perhaps she'll die.*

*I know an old lady who swallowed a cow.
I don't know HOW she swallowed a cow!
She swallowed the cow to catch the goat.
She swallowed the goat to catch the dog.
She swallowed the dog to catch the cat.
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider
That wriggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly.
Perhaps she'll die.*

*I know an old lady who swallowed a horse.
She's dead, of course!!*

If you have an Internet connection, you may want to visit the following website, which contains the music and words for many traditional and contemporary children's songs:

<http://www.theteachersguide.com/ChildrensSongs.htm>

More Noise

In this part of the lesson the student learns about noise pollution and how communities, businesses, and individuals protect people from too much noise. Discuss any noise pollution in your community with the student. You will assist the student with researching a noise bylaw that may exist in your community. The lesson culminates with an activity in which the student makes a cartoon drawing to illustrate ear care. This cartoon will be submitted to the teacher.

ASSIGNMENT BOOKLET 6A

Grade Three Thematic
Module 6A: Days 1–9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

Grade Three

3

Thematic

Assignment Booklet



**Module 6A:
Look and See
Day 1 to Day 9**

FOR TEACHER'S USE ONLY

Summary

	Your Grade
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Assignment 5	
Assignment 6	
Assignment 7	
Assignment 8	
Assignment 9	

Teacher's Comments

Grade Three Thematic
Module 6A: Look and See
Assignment Booklet 6A
Learning Technologies Branch

Cover Art: Photodisc/Getty Images;
Page 3: Copyright © 2005 Map Resources

**The Learning Technologies Branch acknowledges with appreciation
the Alberta Distance Learning Centre and Pembina Hills Regional
Division No. 7 for their review of this Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Assignment 1

Spelling Pre-test

Write each word as your home instructor says it.

Assignment 2

Handwriting

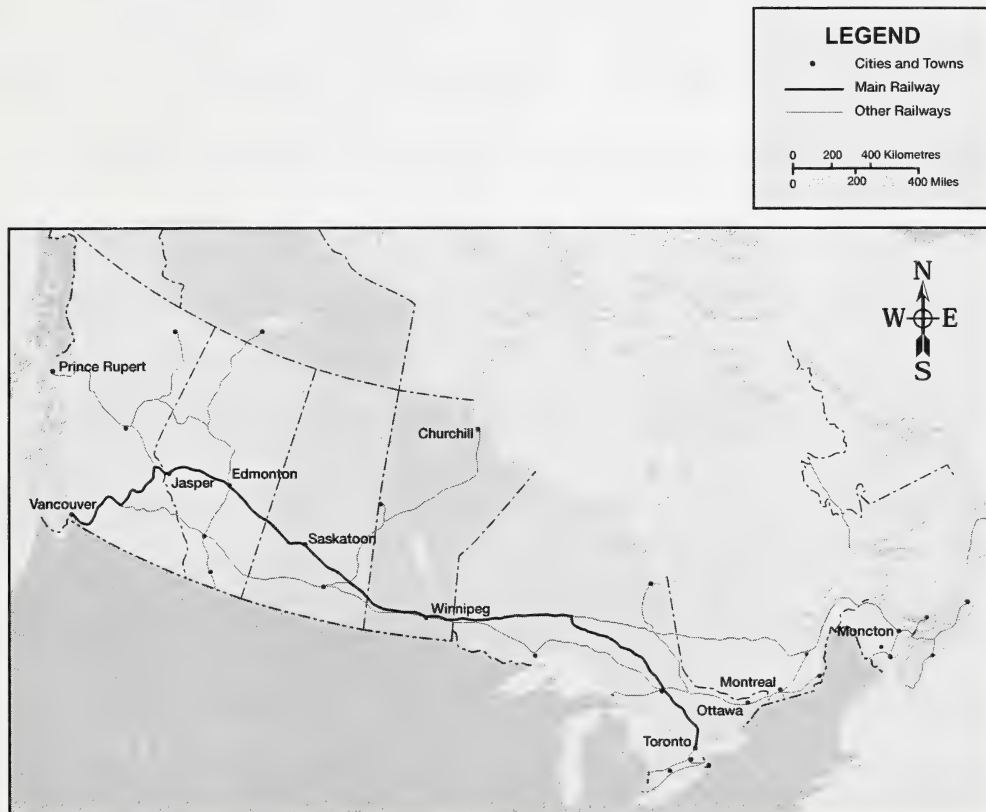
Look at the letters below. If the letter is made correctly, put a ✓ beside it. If the letter is not made correctly, draw a small arrow to the part that needs to be changed. Then write the letter correctly. The first two are done for you.

A a	J	S
B ✓	K	T
C	L	U
D	M	V
E	H	W
F	O	X
G	P	Y
H	Q	Z
I	R	

Assignment 3

The Rail System

This map shows part of Canada's rail system.



1. Your family bought a car in Toronto and had it shipped by train to Edmonton.

The train will need to travel **east** **west** **south**.

2. A farmer from Winnipeg sent his wheat by train on the main railway to Vancouver. Which towns and cities will the train go through before it gets to Vancouver?

Assignment 3

continued

3. A train is going from Saskatoon to Prince Rupert. It turns off the main line at Jasper and goes

southeast

northeast

northwest

4. A factory in Ottawa needs to send goods to Moncton. The train will pass
through _____ on the way to Moncton.

5. Food and supplies are sent to Churchill from Toronto. In Saskatchewan the train turns and goes

southeast

northeast

northwest

6. A tourist from Japan wants to travel across Canada on the main railway. She gets on the train in Vancouver and gets off the train in Toronto.

She will go through these towns and cities on her way:

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Assignment 5

What Do You Know About Sounds?

Answer the questions in your own words. Use complete sentences.

1. What are sound waves?

2. How do you hear sound waves?

Handwriting

Write all the capital letters of the alphabet. Put one letter in each space. If you think you made the letter correctly, put a ✓ in the box after it. If you think that you need to improve it, write the letter again in the space.

[illegible]

Assignment 7

Do Sounds Travel Through Solids?

1.

Name of the Solid	Sound or No Sound?	Describe the Sound
metal spoon		

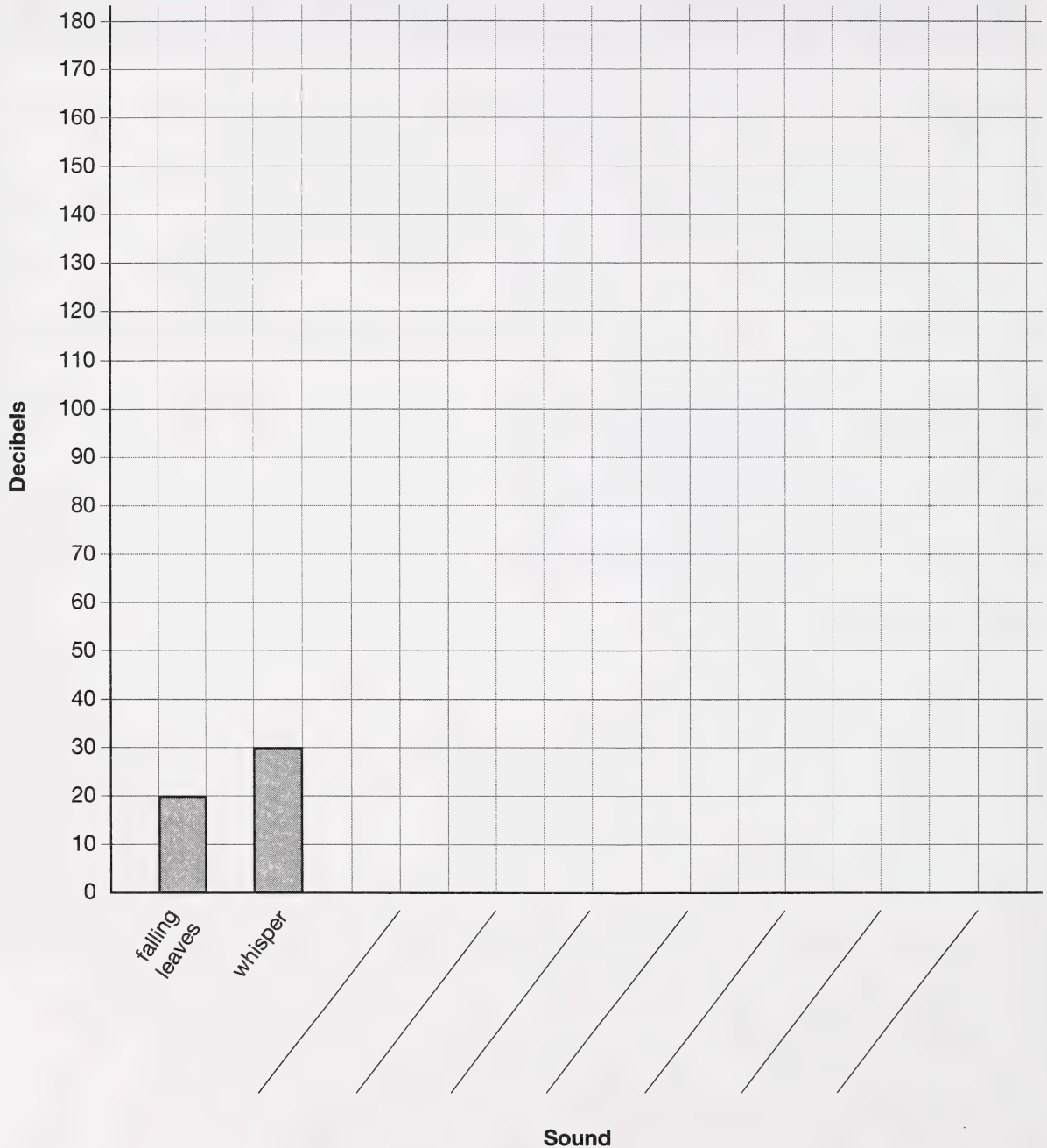
2. Which solid made the loudest or clearest sound? _____
3. Which solid made the quietest or least sound? _____
4. Do sounds travel equally well through all solids? _____

Explain your answer.

Assignment 8

Decibel Graph

Put the decibel information from your Student Module Booklet on the graph below. Put the sounds in order from the lowest dB level to the highest. The first two are done for you.



Assignment 8

continued

Use the graph to answer the questions.

2. Which sound is the loudest? _____
3. Which sound is the quietest? _____
4. The sound of a jet is about twice as loud as the sound of
_____.
5. Thunder is louder than _____ but not as
loud as _____.
6. Talking is quieter than _____ but louder than
_____.
7. The sound of a space rocket is about _____ dB more than the sound of orchestra music.
8. The sound of falling leaves is about _____ dB less than the sound of a vacuum cleaner.

Assignment 9**Spelling Test**

Write each word as your home instructor says it.

Put a check mark beside the things you can do.

- ☐ I can read and spell words with vowel pairs and vowel digraphs.
- ☐ I can tell what sound is and show ways to make sound.
- ☐ I can follow the steps to do science experiments.
- ☐ I can tell about ways that goods are transported.
- ☐ I can use words to create images when I write.

Student's Comments

What type of books do you like to read for Silent Reading?

Which books do you ask your home instructor to read aloud?

Check **yes** or **not yet** for each question.

The student is able to

- read and spell words with vowel pairs and vowel digraphs ☐ yes ☐ not yet
- follow the scientific process to complete science experiments ☐ yes ☐ not yet
- use map skills to locate highways, cities, lakes, rivers, and oceans ☐ yes ☐ not yet
- show respect for the traditions and cultures of others ☐ yes ☐ not yet
- connect situations from books or stories to personal experiences ☐ yes ☐ not yet
- ask questions to clarify his or her understanding of unfamiliar concepts ☐ yes ☐ not yet
- use his or her voice to read expressively or dramatize text ☐ yes ☐ not yet

Additional Comments

Use this space to make comments about your student's silent reading habits. Can the student read silently with accuracy? Does the student choose a variety of reading material? Can the student stay on task while reading independently?

Do you have any questions or comments about this part of the module?

Module 6A

Items to Submit

Check each item as you include it for mailing to the teacher.

- ☐ **Day 5:** concrete poem
- ☐ **Day 9:** “Be Kind to Your Ears” cartoon
- ☐ **Day 9:** Assignment Booklet 6A

Module 2: Introduction to Statistics

Comments

of each item as you include it for training in the lecture.

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